**K-5 Math Lesson Plan**

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| **Teacher: Wilson** | | | | | **Grade:3rd** | | | **Date(s)**: August 29, 2012 |
| **Unit Title:** Unit 1**-**Place Value with Addition and Subtraction within 1,000 | | | | | | **Corresponding Unit Task:** Taught prior to Performance Task 1; ***This lesson will mainly focus on rounding/estimation concepts using place value concepts through 1000*** | | |
| **Essential Question(s):** How does place value understanding help me add and subtract numbers? What strategies can I use to add and subtract multi-digit numbers? Why do I need to know multiple strategies to add and subtract numbers? | | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | | | |
| **Teacher:**     * Task 1 Rubric * Interview with Mrs. Smith * Party Proposal Sheet/Budget Breakdown Sheet * Chart Paper or Rewriteable Circle Map * Common Assessment * Index Cards | | **Student:**   * Interview with Mrs. Smith * Party Proposal Sheet/Budget Breakdown Sheet * Common Assessment * Index Cards | | add, addition, addend, sum, place value, hundred(s)-flats, ten(s)-rods, one(s)-units, about/approximately  subtract, subtraction, difference, ones, tens, hundreds, thousands, compose, decompose, rounding, estimation, estimating  *\*See vocabulary strategies listed in Unit 1* | | | | |
| **Learning Experience** | | | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 3.NBT.1** Use place value understanding to round whole numbers to the nearest 10, 100, or 1000. | | | | | | | |
| **I Can Statement(s):**  -I can count by 10s to 100.  -I can count by 10s between 100 and 200.  -I can locate numbers on a number line.  -I can use my place value knowledge to round whole numbers.  -I can round whole numbers to the nearest ten.  -I can round whole numbers to the nearest hundred. | | | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  *You have been hired by the Smith Family to plan their Labor Day family reunion. The family would like for you to choose the location, food, and party favors for 25 family members. Your challenge is to create a party proposal with a budget of $1,000. You must present your plan to Mrs. Smith (Grandmother) for approval.*  Teacher will lead students in a “Brain Drain” on the board (for example):   * What kinds of foods do you have at your family parties? * What kind of activities do you play/participate in at family parties? * Who is at your family parties? | | | | | | | |
| **Teacher Directed:**  Teacher will give every student the Interview with Mrs. Smith. Teacher will read aloud the text while the students “touch and follow” on the text with pencil eraser or finger.   * *We are going to read this text a second time. When we read this text, you need to pay attention to Mrs. Smith’s “wants” as well as the other important information. We will write her wants on the Circle Map on the board.*   Teacher and class will read the text a second time. The teacher will read the interview questions while the students will Choral Read Mrs. Smith’s responses. The Teacher will pause after each question/response to add the important information to the Circle Map. | | | | | | | |
| **Guided Practice:**  Teacher will give each student the Party Catalog and Party Proposal Sheet/Budget Breakdown Sheet. Using the Party Catalog as a reference, students will choose a location to hold the family party.  On the Party Proposal Sheet, students will write an explanation for the location choice, as well as a location (mathematical) comparison. Fill in the Total Cost box. | | | | | | | |
| **Independent Practice:**  Administer Common Assessment on Place Value and Estimation | | | | | | | |
| **Closing/Summarizing Strategy:**  Index Card Fill In the Blank:  I felt\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_about the test.  I was surprised that I could \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |
| **Differentiation Strategies** | | | | | | | | |
| **Extension** | | | **Intervention** | | | | **Language Development** | |
| * Design or create a location that would work for the family (include estimated cost and activities). | | | * From the interview notes, teacher will highlight the “must haves” for the reunion. * Limit the number of locations to 2 instead of 3. * Edit the *Party Catalog* to limit the number of choices for location. * Read the interview notes aloud to the student | | | | * Use the same color of highlighter to highlight the portions of the interview and catalog that both relate to the reunion *location*, another color for the menu information, and another color for the party favor information. * Choose one of the three reunion locations to teacher model, using “Think Alouds” with strategy vocabulary, the steps to determine if the location is the best choice. Allow ELL students to pair up with a partner to evaluate a second location, and then evaluate the third location independently, with support as needed. * Read the interview notes aloud to the student. | |
| **Assessment(s):**  Common Assessment: See last page of this lesson plan  -Reflect upon written notes from teacher observations and questioning (specific student responses-understandings and misconceptions) Sort index cards into rounded correctly/incorrectly in order to pull for small groups. | | | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Student understandings/misconceptions * Specific notes about students’ thinking * What do I need to reteach/review tomorrow or in the future? * New ideas or changes for next time | | | | | | | | |

Unit I Common Assessment for Place Value and Rounding/Estimation

Directions: Solve the following problems. SHOW all of your work!

1. What is the value of the digit 4 in the number 49?
2. In the number 754 what place value does the 7 represent?
3. What number is represented by the illustration shown below? Represent this number in more than one way.

 Description: tenDescription: tenDescription: tenDescription: tenDescription: tenDescription: ten Description: miniDescription: miniDescription: miniDescription: miniDescription: mini

1. Round 16 to the nearest 10.
2. Round 758 to the nearest hundred.
3. Round 716 to the nearest 10. Solve this problem in more than one way.
4. Would 856 round to the 800 or 900 if you were rounding to the nearest 100? Why?
5. Emily said that she had 723 silly bands. About how many silly bands does Emily have?
6. Balloons come in packages of 10. Jennifer is having a party and is inviting 23 people. If she wants to be able to give each person 2 balloons, estimate how many bags of balloons she will need.
7. Place these numbers correctly on the number line. (217, 275, 240, 262,)

200

300